

# Monkey Puzzle Day Nursery Woodlesford

Inspection report for early years provision

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<b>Inspection date</b>	02/06/2011
<b>Inspector</b>	Shazaad Arshad

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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## **Description of the setting**

Monkey Puzzle Day Nursery was registered in 2010. It is owned and managed privately. It operates from a converted office building standing in its own grounds. There are five playrooms over two levels to cater for children aged three months to five years and access to an enclosed outdoor play area. The nursery is situated in the Woodlesford area of Leeds. The nursery is registered on the Early Years Register to care for a maximum of 72 children in the early years age group. There are currently 53 children on roll, of these seven children receive funding. The setting is open five days a week from 7.30am until 6.30pm all year round with the exception of a week at Christmas and bank holidays. The setting employs nine staff. All the staff have a recognised childcare qualifications. The manager has the early years professional status qualification and one other member of staff has the early years degree.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are cared for by practitioners who value their individual needs and unique abilities. A well planned and effectively organised environment contributes to successfully promoting children's all round well-being. A key strength of the nursery is their commitment towards safeguarding children. In addition, they build positive relationships with parents and support children to become independent and capable of forming strong bonds and friendships. There is a determined commitment through evaluation and clear focus on continuously improving the setting. This has a positive impact on children's care and learning.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- extend the range of resources in the areas used for information, communication and technology
- ensure the children's assessment systems are consistent in the following through the next steps in their development
- develop further the use of self-evaluation systems to build on strengths and to identify areas for further improvement around the Early Years Foundation Stage.

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children's welfare is a high priority through very effective practice and comprehensive safety checks on the areas children use. Therefore, children's safety and security is well protected by the staff team. They ensure that consistent policies and procedures are followed effectively to provide a safe and stimulating

place for children to grow and develop. For example, the setting has closed circuit television in each room and viewing windows from within the rooms for all nappy changing areas. Managers have detailed knowledge of child protection and are clear about the role they and staff play in ensuring that children are safeguarded. For example, all staff and parents understand the reason for the mobile phone ban policy within the setting. The management team show a high commitment to employing staff with higher level childcare qualifications. For example, some staff are professional status trained in the Early Years Foundation Stage and have also completed the early years degree. This results in a staff team who are knowledgeable, remain up-to-date with current high quality childcare practice and are fully aware of their roles and responsibilities in the delivery of the Early Years Foundation Stage. Regular supervision sessions and a thorough induction programme ensure that the staff team receive plenty of guidance and support to enable them to meet the needs of the children that attend.

The setting's ethos focuses around an inclusive child-centred approach. Positive procedures are in place to counter discrimination and staff demonstrate that children's unique family backgrounds, culture and ethnicity are respected. The nursery celebrates a range of cultural festivals. The children see positive images of others through the range of activities, books, posters and labels. Space and resources are generally well in the setting to provide a well balanced range of activities and experiences for the children. However, resources in the area for information, communication technology are limited and, therefore, do not fully provide children with extended opportunities to explore a wider range of media and equipment.

The setting works highly effectively with parents to ensure that they can meet each child's individual care and development needs. This is done by collecting good quality comprehensive information before children start to attend and the allocation of a key-worker system. Parents are highly valued in the setting and regular newsletters, parent evenings and questionnaires contribute towards them feeding their thoughts and ideas for improvements into the evaluation of the setting. Parents comment very highly about the setting both verbally and in the questionnaires. The methods used serve as a meaningful platform for sharing ideas for the development of the nursery. The management team also attend a forum in partnership with other provisions that provide the Early Years Foundation Stage. The effectiveness of the relationships they have with these groups varies, but they persist in attending meetings to pass on relevant information about the children they care for and to continue to develop good working relationships with a range of other agencies. For example, transition arrangements with local school, advisory teachers, speech and language professionals. The nursery management communicate ambition and they encourage all staff to be actively involved in the process of critical self-reflection. The management team recognise there are some weaknesses in their processes and they are determined to accurately identify all the areas for future development.

## **The quality and standards of the early years provision and outcomes for children**

The setting employs highly trained and skilled staff. The staff deliver the Early Years Foundation Stage by planning activities that are designed to meet the unique needs of the children. They use the expertise of the Local Authority Consultant to develop their effective planning systems. Staff demonstrate skilful interactions with all children and children's communication skills are well developed for their ages. The children's assessment folders are developing well and capture a range of development across all the areas of learning. However, there are some assessment records that do not show how children's next steps of learning are followed through.

The nursery environment is very attractive and children benefit from a range of purposeful activities that help them to become resilient, confident and self-assured learners. Older children are making good progress across all areas of learning. They explore with a broad range of different materials and media and are confident to express their thoughts and ideas. Activities that support phonological awareness are plentiful. The children link sounds to letters and enjoy rhymes and stories. They develop good skills for the future as they competently use computers and explore mathematical concepts, such as, shape, space and measure. Younger children attending the nursery are equally well stimulated. They access a broad selection of resources and their sensory development is actively promoted through a wide variety of early years experiences, such as, painting and modelling. For example, they make prints of fruit using fresh fruit and paint. There are substantial opportunities for children of all ages to enjoy the exciting outdoor play areas. This area is extensively used in all weathers and is a daily feature of the provision. Planning is used to evaluate the outdoor area to ensure that all areas of learning are equally addressed. They develop good language skills and are supported to build their imaginations through stories and outdoor role play games. For example, the outdoor tent is used to have a picnic and discuss eating healthy foods. Other children play ball games and throw them high into the sky and this develops into discussions around planes and cars. The simple extended play ideas are used to help children to make connections and develop an idea or skill. As a result, children become active and creative learners, enjoying the freedom to follow up their own interests on mechanical games. The babies attending the setting also benefit from high-levels of stimulation from staff, who recognise, acknowledge and praise their attempts to communicate through babble and non-verbal gestures. They are extremely content and engaged in playful activities which encourage them to investigate and explore the interesting resources that capture their imagination. Members of staff are consistently available to help the babies and young children with the things they cannot quite do for themselves, but they are not overbearing and allow children to become increasingly independent.

The children are developing firm friendships and benefit from close relationships with their key workers. The children show a good understanding of what standards of behaviour are expected and apply these in order to keep themselves and others free from harm, for example, they have very good self-help skills and relish taking responsibility for the completion of small tasks, such as pouring water drinks for

their friends or dishing their own food portions. In addition, the children eat healthily and participate in activities which help them to learn about nutrition and good health. The children are encouraged to develop healthy habits for the future by brushing their teeth after lunch. Children behave very well due to children having a clear understanding of the boundaries. The children have a very strong sense of safety within the setting. They enjoy relationships with staff that are close, warm and supportive. In addition, they use equipment with care and take measures to prevent accidents, such as not running indoors and using the outdoor equipment safely. The physical health of children and babies is given high regard. They have a dedicated sleep room and rest according to their needs. The children demonstrate very high levels of emotional well-being. This is largely due to the effort, made by the dedicated and sensitive staff, to build strong relationships which are supportive of children's overall needs.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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